Data Transmission System (DTS)

DATE: January 29, 2009 **STATUS:** ORIGINAL SUBMISSION

Part B educational environments data are due February 1, 2009.

5 Race/Ethnicity Categories

Please read the following basic guidelines before completing the Data Transmission System (DTS) forms:

- 1. To change the size and appearance of the text on the spreadsheet, select VIEW from the toolbar, select ZOOM, and then select the percentage increase or decrease.
- 2. Enter the appropriate data into the YELLOW shaded areas on each page of the form. Please be sure to read section heading descriptions so data are entered in the correct section. Also, be sure to enter any State and date information. The two-digit State postal code should appear on every page of the form. A list is available on PAGE1. Use the scroll bar or the up or down arrow keys to scroll through the list. Click on the appropriate State postal code to select it.
- 3. If you choose to cut and paste data from another area, use the PASTE SPECIAL option and select VALUES. This will protect the current formats.
- 4. Any comments regarding the submitted data should be entered on the last page of the workbook, titled COMMENTS.
- 5. Save the completed forms. Please be sure that your State postal code appears in the file name. (Example: Maryland ENV08MD.XLS)
- 6. Each cell in the attached spreadsheet contains a "-9" value by default. If you do not enter a count in each cell it will be determined that the State did not collect the requested data element. In such cases, the State must provide an explanation in the comments section for the missing data. Note that if the submission is missing a required data element, it will not be entered into DANS and the State will be required to resubmit.
- 7. RED cells indicate computational errors. Please make sure there are NO RED CELLS before saving and submitting data.
- 8. Print the entire workbook by selecting, FILE, PRINT and then select ENTIRE WORKBOOK located in the 'PRINT WHAT' section. Send printed copies of the completed DTS forms to the Office of Special Education Programs (OSEP) at the following address:

William Knudsen, Acting Director
Office of Special Education Programs
U.S. Department of Education
Part B Data Reports
Program Support Services Group
Mail Stop 2600
550 12th Street, S.W.
Washington, D.C. 20202

9. If you received your file by e-mail, please return electronic copies of completed DTS forms to Westat.

IDEAData_PartB@WESTAT.COM Westat 1650 Research Blvd. RA 1203 Rockville, MD 20850-3159

10. If you have any questions or comments, please contact Mary Job at (301) 315-5939.

TABLE 3

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2008

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OMB NO.: 1820-0517

FORM EXPIRES: 8/31/2009

STATE: UT - UTAH

SECTION A: DISCRETE AGE OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

				AC	GE .	
EDUCATIONAL ENVIRONMENT:			3	4	5	TOTAL
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	431	692	1889	3012
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	39	61	108	208
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	64	124	541	729
(B) CHILDREN NOT ATTENDING REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	1299	1645	446	3390
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	27	41	79	147
		(B3) RESIDENTIAL FACILITY	0	0	1	1
NOT ATTENDING A SPECIAL EDUCATION PROGRAM:		(B4) HOME	13	10	2	25
		(B5) SERVICE PROVIDER LOCATION	301	451	102	854
(C) TOTAL (OF ROW A1 -B5)			2174	3024	3168	8366

ED FORM: 869-4

CURRENT DATE:

OMB NO.: 1820-0517
PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT
IMPLEMENTATION OF FAPE REQUIREMENTS
FORM EXPIRES: 8/31/2009

2008

STATE: UT - UTAH

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SECTION B: EDUCATIONAL ENVIRONMENT OF CHILDREN WITH DISABILITIES AGES 3-5 BY DISABILITY

	\ /	REGULAR EARLY CHILDHOOD PE	
	(A1)	(A2)	(A3)
	IN REGULAR EARLY	IN THE REGULAR EARLY	IN REGULAR EARLY
	CHILDHOOD PROGRAM AT	CHILDHOOD PROGRAM 40%	CHILDHOOD PROGRAM LESS
DISABILITY	LEAST 80% TIME	TO 79% TIME	THAN 40% TIME
MENTAL RETARDATION	7	3	13
HEARING IMPAIRMENTS	16	1	26
SPEECH OR LANGUAGE IMPAIRMENTS	1642	64	202
VISUAL IMPAIRMENTS	7	1	3
EMOTIONAL DISTURBANCE	6	2	4
ORTHOPEDIC IMPAIRMENTS	15	2	1
OTHER HEALTH IMPAIRMENTS	49	2	25
SPECIFIC LEARNING DISABILITIES	17	2	3
DEAF-BLINDNESS	1	0	0
MULTIPLE DISABILITIES	11	2	25
AUTISM	105	9	77
TRAUMATIC BRAIN INJURY	2	1	(
DEVELOPMENTAL DELAY ¹	1134	119	350
TOTAL:	3012	208	729

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

CURRENT DATE: Version Date: 11/19/2008

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION B (CONTINUED)

	(2)				
		CHILDREN NOT ATTENDING A F ENDING A SPECIAL EDUCATION		NOT ATTENDING A SPECIAL E	EDUCATION PROGRAM
DISABILITY	(B1) SEPARATE CLASS	(B2) SEPARATE SCHOOL	(B3) RESIDENTIAL FACILITY	(B4) HOME	(B5) SERVICE PROVIDER LOCATION
MENTAL RETARDATION	21	4	0	0	1
HEARING IMPAIRMENTS	20	44	0	0	1
SPEECH OR LANGUAGE IMPAIRMENTS	943	6	1	5	784
VISUAL IMPAIRMENTS	7	10	0	0	0
EMOTIONAL DISTURBANCE	2	0	0	0	0
ORTHOPEDIC IMPAIRMENTS	17	0	0	0	5
OTHER HEALTH IMPAIRMENTS	37	2	0	1	1
SPECIFIC LEARNING DISABILITIES	6	1	0	0	1
DEAF-BLINDNESS	3	0	0	0	C
MULTIPLE DISABILITIES	80	32	0	10	1
AUTISM	108	8	0	0	12
TRAUMATIC BRAIN INJURY	6	0	0	0	C
DEVELOPMENTAL DELAY ¹	2140	40	0	9	48
TOTAL:	3390	147	1	25	854

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

ED FORM: 869-4

CURRENT DATE:

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2008

STATE: UT - UTAH

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SECTION B (CONTINUED)

SECTION B (CONTINUED)			
	(A) CHILDREN ATTENDING A	REGULAR EARLY CHILDHOOD PR	ROGRAM OR KINDERGARTEN
		(PERCENT) ¹	(A3)
DISABILITY	(A1) IN REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% TIME (PERCENT)	IN REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% TIME	
MENTAL RETARDATION	0%	1%	2%
HEARING IMPAIRMENTS	1%	0%	4%
SPEECH OR LANGUAGE IMPAIRMENTS	55%	31%	28%
VISUAL IMPAIRMENTS	0%	0%	0%
EMOTIONAL DISTURBANCE	0%	1%	1%
ORTHOPEDIC IMPAIRMENTS	0%	1%	0%
OTHER HEALTH IMPAIRMENTS	2%	1%	3%
SPECIFIC LEARNING DISABILITIES	1%	1%	0%
DEAF-BLINDNESS	0%	0%	0%
MULTIPLE DISABILITIES	0%	1%	3%
AUTISM	3%	4%	11%
TRAUMATIC BRAIN INJURY	0%	0%	0%
DEVELOPMENTAL DELAY ²	38%	57%	48%
TOTAL:	100%	100%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

ED FORM: 869-4

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² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued)

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION B (continued)

	(B)	CHILDREN NOT ATTENDING A F	REGULAR EARLY CHILDHOOD F (PERCENT) ¹	PROGRAM OR KINDERGARTEN			
	ONLY ATTI	ENDING A SPECIAL EDUCATION	PROGRAM		NOT ATTENDING A SPECIAL EDUCATION PROGRAM		
DISABILITY	(B1) SEPARATE CLASS (PERCENT)	(B2) SEPARATE SCHOOL (PERCENT)	(B3) RESIDENTIAL FACILITY (PERCENT)	(B4) HOME (PERCENT)	(B5) SERVICE PROVIDER LOCATION (PERCENT)		
MENTAL RETARDATION	1%	3%	0%	0%	0%		
HEARING IMPAIRMENTS	1%	30%	0%	0%	0%		
SPEECH OR LANGUAGE IMPAIRMENTS	28%	4%	100%	20%	92%		
VISUAL IMPAIRMENTS	0%	7%	0%	0%	0%		
EMOTIONAL DISTURBANCE	0%	0%	0%	0%	0%		
ORTHOPEDIC IMPAIRMENTS	1%	0%	0%	0%	19		
OTHER HEALTH IMPAIRMENTS	1%	1%	0%	4%	0%		
SPECIFIC LEARNING DISABILITIES	0%	1%	0%	0%	0%		
DEAF-BLINDNESS	0%	0%	0%	0%	0%		
MULTIPLE DISABILITIES	2%	22%	0%	40%	0%		
AUTISM	3%	5%	0%	0%	1%		
TRAUMATIC BRAIN INJURY	0%	0%	0%	0%	0%		
DEVELOPMENTAL DELAY ²	63%	27%	0%	36%	69		
TOTAL:	100%	100%	100%	100%	100%		

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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CURRENT DATE:

² States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

TABLE 3 (continued) OMB NO.: 1820-0517

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

2008

STATE: UT - UTAH

FORM EXPIRES: 8/31/2009

SECTION C. RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

					RACE/ET	HNICITY		
EDUCATIONAL ENVIRONMENT:			AMERICAN	ASIAN OR				
EDOCATIONAL ENVIRONM	VILIVI.		INDIAN OR	OTHER PACIFIC	BLACK		WHITE	
			ALASKA NATIVE	ISLANDER	(Not Hispanic)	HISPANIC	(Not Hispanic)	TOTAL
(A) CHILDREN ATTENDING A CHILDHOOD PROGRAM	REGULAR EARLY	CHILDHOOD PROGRAM AT LEAST 80% OF TIME	54	53	18	479	2408	3012
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	11	3	3	31	160	208
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	37	12	10	110	560	729
(B) CHILDREN NOT	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	41	56	35	392	2866	3390
ATTENDING A REGULAR EARLY CHILDHOOD		(B2) SEPARATE SCHOOL	2	7	1	27	110	147
PROGRAM OR KINDERGARTEN		(B3) RESIDENTIAL FACILITY	0	0	0	0	1	1
NOT ATTENDING A SPECIAL EDUCATION	(B4) HOME	3	0	1	3	18	25	
		(B5) SERVICE PROVIDER LOCATION	2	6	3	52	791	854
(C) TOTAL (OF ROW A1 -B	5)		150	137	71	1094	6914	8366

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STATE: UT-UTAH

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SECTION C (CONTINUED)

SECTION C (CONTINUED)								
					RACE/ETHN (PERCEN			
			AMERICAN	ASIAN OR	(FERCEN	11)		
EDUCATIONAL ENVIRONM	DUCATIONAL ENVIRONMENT:		INDIAN OR	OTHER PACIFIC	BLACK		WHITE	
			ALASKA NATIVE	ISLANDER	(Not Hispanic)	HISPANIC	(Not Hispanic)	TOTAL
			(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
(A) CHILDREN ATTENDING CHILDHOOD PROGRAM	G A REGULAR EARLY	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT						
OF ILEDITOOD T ROOKAW		LEAST 80% OF TIME	2%	2%	1%	16%	80%	100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO						
		79% OF TIME	5%	1%	1%	15%	77%	100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS						
		THAN 40% OF TIME	5%	2%	1%	15%	77%	100%
(B) CHILDREN NOT ATTENDING A REGULAR	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	1%	2%	1%	12%	85%	100%
EARLY CHILDHOOD PROGRAM OR		(B2) SEPARATE SCHOOL	1%	5%	1%	18%	75%	100%
KINDERGARTEN NOT ATTENDING A SPECIAL EDUCATION PROGRAM:		(B3) RESIDENTIAL FACILITY	0%	0%	0%	0%	100%	100%
		(B4) HOME	12%	0%	4%	12%	72%	100%
		(B5) SERVICE PROVIDER LOCATION	0%	1%	0%	6%	93%	100%
(C) TOTAL (OF ROW A1 -B	5)		2%	2%	1%	13%	83%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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IMPLEMENTATION OF FAPE REQUIREMENTS 2008

STATE: UT - UTAH

SECTION D: GENDER OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

				GENDER	
EDUCATIONAL ENVIRONMENT:			MALE	FEMALE	TOTAL
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	2046	966	3012
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	147	61	208
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	508	221	729
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	2394	996	3390
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	85	62	147
		(B3) RESIDENTIAL FACILITY	1	0	1
NOT ATTENDING A SPECIAL EDUCATION PROGRAM: (C) TOTAL (OF ROW A1 -B5)		(B4) HOME	17	8	25
		(B5) SERVICE PROVIDER LOCATION	569	285	854
			5767	2599	8366

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT

STATE: UT - UTAH

SECTION D (CONTINUED)

				GENDER (PERCENT) ¹	
			MALE	FEMALE	TOTAL
EDUCATIONAL ENVIRONMENT:		(PERCENT)	(PERCENT)	(PERCENT)	
(A) CHILDREN ATTENDING A REGULAR I PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	68%	32%	100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	71%	29%	100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	70%	30%	100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION PROGRAM:	(B1) SEPARATE CLASS	71%	29%	100%
PROGRAM OR KINDERGARTEN		(B2) SEPARATE SCHOOL	58%	42%	100%
		(B3) RESIDENTIAL FACILITY	100%	0%	100%
NOT ATTENDING A SPECIAL EDUCATION PROGRAM:		(B4) HOME	68%	32%	100%
		(B5) SERVICE PROVIDER LOCATION	67%	33%	100%
(C) TOTAL (OF ROW A1 -B5)			69%	31%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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TABLE 3

PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS FOR

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FORM EXPIRES: 8/31/2009

STATE: UT - UTAH

SECTION E: LIMITED ENGLISH PROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 3-5 BY EDUCATIONAL ENVIRONMENT

			LIMITED	ENGLISH PROFICIEN	CY STATUS
EDUCATIONAL ENVIRONMENT:	EDUCATIONAL ENVIRONMENT:				TOTAL
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	150	2862	3012
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	8	200	208
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	21	708	729
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	40	3350	3390
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	0	147	147
		(B3) RESIDENTIAL FACILITY	0	1	1
NOT ATTENDING A SPECIAL EDUCATION PROGRAM:		(B4) HOME	0	25	25
		(B5) SERVICE PROVIDER LOCATION	0	854	854
(C) TOTAL (OF ROW A1 -B5)			219	8147	8366

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TABLE 3 PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION E (CONTINUED)

			LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹		
			YES	NO	TOTAL
EDUCATIONAL ENVIRONMENT:			(PERCENT)	(PERCENT)	(PERCENT)
(A) CHILDREN ATTENDING A REGULAR PROGRAM	EARLY CHILDHOOD	(A1) IN THE REGULAR EARLY CHILDHOOD PROGRAM AT LEAST 80% OF TIME	5%	95%	100%
		(A2) IN THE REGULAR EARLY CHILDHOOD PROGRAM 40% TO 79% OF TIME	4%	96%	100%
		(A3) IN THE REGULAR EARLY CHILDHOOD PROGRAM LESS THAN 40% OF TIME	3%	97%	100%
(B) CHILDREN NOT ATTENDING A REGULAR EARLY CHILDHOOD	ATTENDING A SPECIAL EDUCATION	(B1) SEPARATE CLASS	1%	99%	100%
PROGRAM OR KINDERGARTEN	PROGRAM:	(B2) SEPARATE SCHOOL	0%	100%	100%
		(B3) RESIDENTIAL FACILITY	0%	100%	100%
	NOT ATTENDING A SPECIAL EDUCATION		0%	100%	100%
PROGRAM:		(B5) SERVICE PROVIDER LOCATION	0%	100%	100%
(C) TOTAL (OF ROW A1 -B5)			3%	97%	100%

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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2008

STATE: UT - UTAH

SECTION F: EDUCATIONAL ENVIRONMENT AND AGE CATEGORY OF CHILDREN WITH DISABILITIES AGES 6 -21 BY DISABILITY

	INSIDE THE REG	(A) ULAR CLASS 80% C	OR MORE OF DAY	(B) INSIDE THE REGULAR CLASS NO MORE THAN 79% OF DAY BUT NO LESS THAN 40% OF DAY		
DISABILITY	(1)	(2)	(3)	(4)	(5)	(6)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	85	83	76	213	387	62
HEARING IMPAIRMENTS	135	89	5	21	45	4
SPEECH OR LANGUAGE IMPAIRMENTS	9776	860	18	517	312	8
VISUAL IMPAIRMENTS	60	52	4	13	26	3
EMOTIONAL DISTURBANCE	388	441	19	184	419	26
ORTHOPEDIC IMPAIRMENTS	48	32	0	27	26	4
OTHER HEALTH IMPAIRMENTS	832	813	58	418	889	56
SPECIFIC LEARNING DISABILITIES	7071	6311	421	3735	7327	380
DEAF-BLINDNESS	1	1	0	2	1	0
MULTIPLE DISABILITIES	37	24	11	39	56	21
AUTISM	501	346	29	236	289	37
TRAUMATIC BRAIN INJURY	29	48	9	26	76	6
DEVELOPMENTAL DELAY ¹	899			325		
TOTAL:	19862	9100	650	5756	9853	607

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION F (CONTINUED)

(22						
	(C) INSIDE REGULAR CLASS FOR LESS THAN 40% OF DAY			(D) SEPARATE SCHOOL		
DISABILITY	(7)	(8)	(9)	(10)	(11)	(12)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	649	957	229	28	46	247
HEARING IMPAIRMENTS	90	70	19	28	22	5
SPEECH OR LANGUAGE IMPAIRMENTS	433	100	4	48	9	3
VISUAL IMPAIRMENTS	14	15	1	13	2	4
EMOTIONAL DISTURBANCE	267	411	24	9	48	21
ORTHOPEDIC IMPAIRMENTS	19	28	6	1	0	7
OTHER HEALTH IMPAIRMENTS	301	391	41	21	24	35
SPECIFIC LEARNING DISABILITIES	571	1537	138	25	103	75
DEAF-BLINDNESS	5	8	2	4	5	2
MULTIPLE DISABILITIES	337	298	100	155	226	208
AUTISM	649	464	45	40	47	50
TRAUMATIC BRAIN INJURY	23	41	13	0	3	13
DEVELOPMENTAL DELAY ¹	483			22		
TOTAL:	3841	4320	622	394	535	670

¹States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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PART B, INDIVIDUALS WITH DISABILITIES EDUCATION ACT IMPLEMENTATION OF FAPE REQUIREMENTS

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SECTION F (CONTINUED)

1						
	(E) RESIDENTIAL FACILITY		(F) HOMEBOUND/HOSPITAL			
DISABILITY	(13)	(14)	(15)	(16)	(17)	(18)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	0	1	2	0	5	3
HEARING IMPAIRMENTS	0	1	1	0	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	1	1	0	0	2	0
VISUAL IMPAIRMENTS	0	0	1	0	1	0
EMOTIONAL DISTURBANCE	1	3	0	28	39	5
ORTHOPEDIC IMPAIRMENTS	0	0	0	1	2	0
OTHER HEALTH IMPAIRMENTS	0	1	0	5	19	3
SPECIFIC LEARNING DISABILITIES	8	15	0	1	28	10
DEAF-BLINDNESS	0	0	1	0	1	0
MULTIPLE DISABILITIES	2	4	6	10	10	8
AUTISM	0	0	0	0	2	1
TRAUMATIC BRAIN INJURY	0	0	0	0	2	0
DEVELOPMENTAL DELAY ¹	1			1		
TOTAL:	13	26	11	46	111	30

¹ States must have defined and established eligibility criteria for developmental delay in order to use this category for reporting.

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SECTION F (CONTINUED)

	(G) CORRECTIONAL FACILITIES			(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		
DISABILITY	(19)	(20)	(21)	(22)	(23)	(24)
	6-11	12-17	18-21	6-11	12-17	18-21
MENTAL RETARDATION	0	11	1	1	0	0
HEARING IMPAIRMENTS	0	0	0	1	0	0
SPEECH OR LANGUAGE IMPAIRMENTS	3	1	0	26	1	0
VISUAL IMPAIRMENTS	0	0	0	0	0	0
EMOTIONAL DISTURBANCE	0	45	9	0	0	0
ORTHOPEDIC IMPAIRMENTS	0	0	0	0	0	0
OTHER HEALTH IMPAIRMENTS	0	5	0	1	5	0
SPECIFIC LEARNING DISABILITIES	2	68	68	7	8	0
DEAF-BLINDNESS	0	0	0	0	0	0
MULTIPLE DISABILITIES	0	0	0	0	1	0
AUTISM	0	0	1	2	1	0
TRAUMATIC BRAIN INJURY	0	1	1	0	0	0
DEVELOPMENTAL DELAY ¹	0			1		
TOTAL:	5	131	80	39	16	0

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SECTION F (CONTINUED)

SECTION (CONTINOED)									
		EDUCATIONAL ENVIRONMENT							
		(PERCENT) ¹							
	(A) INSIDE THE REGULAR	(B) INSIDE THE REGULAR	(C) INSIDE THE REGULAR CLASS LESS	(D)	(E)	(F)	(G)	(H) PARENTALLY PLACED IN	
	CLASS 80% OR	CLASS 40-79%	THAN 40% OF	SEPARATE	RESIDENTIAL	HOMEBOUND/	CORRECTIONAL	PRIVATE	
DISABILITY	MORE OF DAY	OF DAY	DAY	SCHOOL	FACILITY	HOSPITAL	FACILITY	SCHOOLS	
	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)	
MENTAL RETARDATION	1%	4%	21%	20%	6%	4%	6%	2%	
HEARING IMPAIRMENTS	1%	0%	2%	3%	4%	0%	0%	2%	
SPEECH OR LANGUAGE IMPAIRMENTS	36%	5%	6%	4%	4%	1%	2%	49%	
VISUAL IMPAIRMENTS	0%	0%	0%	1%	2%	1%	0%	0%	
EMOTIONAL DISTURBANCE	3%	4%	8%	5%	8%	39%	25%	0%	
ORTHOPEDIC IMPAIRMENTS	0%	0%	1%	1%	0%	2%	0%	0%	
OTHER HEALTH IMPAIRMENTS	6%	8%	8%	5%	2%	14%	2%	11%	
SPECIFIC LEARNING DISABILITIES	47%	71%	26%	13%	46%	21%	64%	27%	
DEAF-BLINDNESS	0%	0%	0%	1%	2%	1%	0%	0%	
MULTIPLE DISABILITIES	0%	1%	8%	37%	24%	15%	0%	2%	
AUTISM	3%	3%	13%	9%	0%	2%	0%	5%	
TRAUMATIC BRAIN INJURY	0%	1%	1%	1%	0%	1%	1%	0%	
DEVELOPMENTAL DELAY ²	3%	2%	5%	1%	2%	1%	0%	2%	
TOTAL:	100%	100%	100%	100%	100%	100%	100%	100%	

¹ STATES SHOULD NOT PROVIDE PERCENTAGES IN THIS SECTION, AS THEY WILL BE CALCULATED AFTER THE COUNTS ARE SUBMITTED.

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SECTION G: RACE/ETHNICITY OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

		RACE/ETHNICITY						
EDUCATIONAL ENVIRONMENT	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN OR OTHER PACIFIC ISLANDER	BLACK (Not Hispanic)	HISPANIC	WHITE (Not Hispanic)	TOTAL		
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	580	616	527	3887	24002	29612		
(B) INSIDE REGULAR CLASS 40-79% OF DAY	471	293	348	3105	11999	16216		
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	180	176	242	1543	6642	8783		
(D) SEPARATE SCHOOL	31	36	39	180	1313	1599		
(E) RESIDENTIAL FACILITY	2	4	1	5	38	50		
(F) HOMEBOUND/HOSPITAL	8	5	3	16	155	187		
(G) CORRECTIONAL FACILITIES (H) PARENTALLY PLACED IN PRIVATE	4	9	7	51	145	216		
SCHOOLS	0	1	0	10	44	55		
(I) TOTAL(OF ROW A-H)	1276	1140	1167	8797	44338	56718		

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SECTION G (CONTINUED)

			RACE/ETHNIC (PERCENT	-		
EDUCATIONAL ENVIRONMENT:	AMERICAN INDIAN OR ALASKA NATIVE (PERCENT)	ASIAN OR OTHER PACIFIC ISLANDER (PERCENT)	BLACK (Not Hispanic) (PERCENT)	HISPANIC (PERCENT)	WHITE (Not Hispanic) (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	2%	2%	2%	13%	81%	100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY	3%	2%	2%	19%	74%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	2%	2%	3%	18%	76%	100%
(D) SEPARATE SCHOOL	2%	2%	2%	11%	82%	100%
(E) RESIDENTIAL FACILITY	4%	8%	2%	10%	76%	100%
(F) HOMEBOUND/HOSPITAL	4%	3%	2%	9%	83%	100%
(G) CORRECTIONAL FACILITIES (H) PARENTALLY PLACED IN PRIVATE SCHOOLS	2% 0%	4% 2%	3%			
(I) TOTAL(OF ROW A-H)	2%					

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SECTION H: GENDER OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

	GENDER		
EDUCATIONAL ENVIRONMENT:	MALE	FEMALE	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	19149	10463	29612
(B) INSIDE REGULAR CLASS 40-79% OF DAY	10535	5681	16216
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	5941	2842	8783
(D) SEPARATE SCHOOL	1028	571	1599
(E) RESIDENTIAL FACILITY	31	19	50
(F) HOMEBOUND/HOSPITAL	120	67	187
(G) CORRECTIONAL FACILITIES	183	33	216
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	34	21	55
(I) TOTAL(OF ROW A-H)	37021	19697	56718

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SECTION H (CONTINUED)

		GENDER (PERCENT) ¹		
EDUCATIONAL ENVIRONMENT:	(P	MALE PERCENT)	FEMALE (PERCENT)	TOTAL (PERCENT)
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY		65%	35%	100%
(B) INSIDE REGULAR CLASS 40-79% OF DAY		65%	35%	100%
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY		68%	32%	100%
(D) SEPARATE SCHOOL		64%	36%	100%
(E) RESIDENTIAL FACILITY		62%	38%	100%
(F) HOMEBOUND/HOSPITAL		64%	36%	100%
(G) CORRECTIONAL FACILITIES		85%	15%	100%
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS		62%	38%	100%
(I) TOTAL(OF ROW A-H)		65%	35%	100%

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SECTION I: LIMITED ENGLISHPROFICIENCY STATUS OF CHILDREN WITH DISABILITIES AGES 6-21 BY EDUCATIONAL ENVIRONMENT

	LIMITED ENGLISH PROFICIENCY STATUS		
EDUCATIONAL ENVIRONMENT:	YES	NO	TOTAL
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	2497	27115	29612
(B) INSIDE REGULAR CLASS 40-79% OF DAY	2044	14172	16216
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	807	7976	8783
(D) SEPARATE SCHOOL	21	1578	1599
(E) RESIDENTIAL FACILITY	3	47	50
(F) HOMEBOUND/HOSPITAL	4	183	187
(G) CORRECTIONAL FACILITIES	9	207	216
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	3	52	55
(I) TOTAL(OF ROW A-H)	5388	51330	56718

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SECTION I (CONTINUED)

	LIMITED ENGLISH PROFICIENCY STATUS (PERCENT) ¹			
EDUCATIONAL ENVIRONMENT:	YES (PERCENT)	NO (PERCENT)	TOTAL (PERCENT)	
(A) INSIDE REGULAR CLASS 80% OR MORE OF DAY	8%	92%	100%	
(B) INSIDE REGULAR CLASS 40-79% OF DAY	13%	87%	100%	
(C) INSIDE REGULAR CLASS LESS THAN 40% OF DAY	9%	91%	100%	
(D) SEPARATE SCHOOL	1%	99%	100%	
(E) RESIDENTIAL FACILITY	6%	94%	100%	
(F) HOMEBOUND/HOSPITAL	2%	98%	100%	
(G) CORRECTIONAL FACILITIES	4%	96%	100%	
(H) PARENTALLY PLACED IN PRIVATE SCHOOLS	5%	95%	100%	
(I) TOTAL(OF ROW A-H)	9%	91%	100%	

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